DOCUMENT RESUME

ED 228 842 FL 013 602

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TITLE Foreign Languages in Secondary Schools, Report No. 1. A Statistical Background Report on Foreign Languages in Queensland Secondary Schools.
INSTITUTION Queensland Dept. of Education, Brisbane (Australia).
REPORT NO ISBN-0-7242-11616
PUB DATE Nov 82
NOTE 48p.
PUB TYPE Reports - Descriptive (141) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Enrollment Trends; Foreign Countries; Higher Education; *Language Enrollment; Language Teachers; Secondary Education; *Second Language Instruction
IDENTIFIERS *Australia (Queensland)

ABSTRACT

Comprehensive statistical data about foreign language instruction in Queensland, Australia, secondary schools are presented in 63 tables and figures. The purpose of the report is to provide an overview of recent trends in foreign language enrollments, distribution of foreign language teachers, school foreign language course offerings, and university language enrollments. The data cover selected years ranging from 1974 to 1982. Enrollment data are presented by grade level, sex, state and non-state schools, and language. Teacher distribution information is organized by language, teaching time, qualifications, and sex. School data include languages offered, grade levels of language course offerings, class size, and time spent by students in foreign language study. University enrollment data are presented by language and university. Additional tables are provided in the appendices. (RW)

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FOREIGN LANGUAGES IN SECONDARY SCHOOLS

Report No. 1

A Statistical Background Report on Foreign Languages in Queensland Secondary Schools

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November 1982
Research funded by a grant from the
Education Research and Development Committee

ACKNOWLEDGMENTS

The authors wish to thank George Beattie, Athol Lamont and Kay Harrold for their assistance with data collation and tabulation, and Michael Byrne for his helpful suggestions throughout.

National Library of Australia
Cataloguing-in-Publication Data

Fairbairn, Kerry
Foreign languages in secondary schools. Report no. 1.
A statistical background report on foreign languages in Queensland secondary schools.

(Evaluation Series)
ISBN 0 7242 1161 6

1. Languages, Modern – Study and teaching (Secondary) – Queensland – Statistics. I. Pegolo, Catherine. II. Queensland. Dept. of Education. Research Branch. III. Title. IV. Title: A statistical background report on foreign languages in Queensland secondary schools.

418'.007'12943

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INTRODUCTION

PURPOSE OF THE REPORT

This report aims to present comprehensive statistical data about foreign language teaching and learning in Queensland secondary schools. This data should allow the reader to form a broad view of the present situation and of the trends that have occurred in recent years, to the extent that such statistical data allows. The report may also be useful to researchers and policy-makers as a starting point for further investigations.

In light of the above, no attempt has been made to evaluate or explain any of the data or data trends presented. However, the reader should be aware that this report is part of a broader project, *Foreign Languages in Secondary Schools* (FLSS), being undertaken on behalf of the Queensland Department of Education and the Board of Secondary School Studies. Other aspects of the FLSS project include interviews with school principals, foreign language teachers and students, class observations, and a questionnaire survey of Year 12 students. Any interpretations of or extrapolations from this report should therefore be made in the light of other FLSS project reports.

FOCUS OF THE REPORT

It has been widely documented that major declines have occurred in foreign language enrolments in Queensland secondary schools over the last seven to 10 years. It was also within this period (from 1976) that the foreign language requirement for Faculty of Arts entry in Queensland universities was removed. These two factors to a large extent determined the choice of the period 1974 to the present as the focus period for this report.

As this report is part of the larger FLSS project, it concentrates on school Years 8—12. However, some data have been presented relating to tertiary and other non-secondary school institutions. They serve to illuminate various aspects of the study of foreign languages at secondary school level. No primary school data have been presented; readers are referred to the Evaluation Series *Survey of the Teaching of Indigenous and Foreign Languages in Queensland Primary Schools* (Research Branch, Department of Education, Queensland, April 1981) which presents some primary school foreign language data.

DATA SOURCES

Data on all secondary students in Queensland have been extracted from documents provided by the Board of Secondary School Studies (BSSS). The Board was the only central source of methodically collected data for all schools, State, Catholic and other Independent.

Information about teachers and class groupings was obtained from the Department of Education's teaching returns. Teaching returns contain a summary of statistical information relating to students, teachers and subjects, submitted each year by State high schools and State secondary departments. There is no comparable source of information available for non-Departmental schools, although some data of this type is collected from groups of Catholic schools.

Other sources included the *Education Office Gazette* of the Department of Education, and documents of the Secondary Correspondence School and colleges of TAFE. Statistical information from universities, colleges of advanced education, and institutes of modern languages attached to universities was also compiled.

LIMITATIONS OF THE DATA

There is no single source of comprehensive data about foreign languages in Queensland. The need to access various sources brought problems in achieving comparability of data. For example, seemingly comparable statistics from different sources may have been collected for different purposes, and different interpretations used in assigning data to certain categories. As it was not always possible to go back to the raw data or the original data source, inconsistencies relating to purpose, and errors or inconsistencies attributable to collation, could not always be controlled.

While the Department's teaching returns have been valuable to this project, the use of data from this source has been somewhat problematical. From 1978, the format of the teaching return was altered, as was the time of year when data were collected. These changes have caused some small but unknown discrepancies. We can reasonably assume, however, that student data based on teaching returns from 1978 to 1982 may be artificially higher than those for pre—1978, as the latter were collected later in the school year, by which time some students may have left school. Furthermore, some teaching returns contained omissions or ambiguities which were possible to check only for the current year.

Relevant information available from the Board of Secondary School Studies covering all schools was limited to data about student enrolments in foreign languages and English, and numbers of schools offering particular foreign languages. No comprehensive information about teachers or class groupings was available. Therefore teacher and class grouping data in this report is partial in that it was available from the State system only, with the exception of a small amount of 1982 data from Catholic schools in the Brisbane Diocese.

Three other limitations should be pointed out:

(1) Much of the Year 12 student data obtained from the Board of Secondary School Studies was compiled by the Board in relation to the Australian Scholastic Aptitude Test (ASAT) administration. Most, but not all. Year 12 students take the ASAT test. Foreign language enrolments based on these figures are likely therefore to be slight underestimates.

(2) Some double-counting of foreign language students has occurred, because some students studying more than one language would have contributed to the totals for each of the languages they were studying. However, the effects of such double-counting overall are estimated to be small.

(3) Some of the data were not available for the whole of the 1974—1982 focus period. In these cases, data are reported for as much of the focus period as possible.

Attempts have been made to minimise all data limitations; in any case their overall effect is believed to be small. Although the reader is cautioned to take care in interpreting minor variations in the data as important trends (as small variations may be attributable to the limitations discussed above), the data are considered sufficiently accurate to signal major trends in foreign languages at the secondary school level.

The normal practices of rounding have been followed, resulting in percentages in some tables not totalling 100 per cent.

ORGANISATION OF THE REPORT

The report is divided into four main sections:

- Secondary Student Data
- Secondary Teacher Data
- Secondary School Data
- Tertiary and Other Non-Secondary Institution Data.

Within each section, general statistical data have been presented first, followed by more specific data. For example, within the Secondary Student Data section, enrolments for all types of schools across year levels 9-12 are presented first, while data on sex ratios of foreign language students are presented later in the section.

The Appendixes to the report further detail aspects presented in the main body of the report, as well as presenting data in areas where a comprehensive picture was not able to be drawn (e.g. data about Brisbane Diocese Catholic schools).

The List of Tables and Figures provides the key to accessing specific information in the report.

SECONDARY STUDENT DATA

This section examines current student enrolments and trends in student enrolments over time, in each of the foreign languages offered as official Board subjects in Queensland secondary schools.

The current state of foreign language enrolments in Queensland is set out in the table below. Figures are given for Years 9 to 12 only. No data are officially collected by the Board of Secondary School Studies for Year 8. It is difficult to obtain reliable information for that year level due to the variety of organisational methods used for classes and subjects taught, particularly foreign languages.

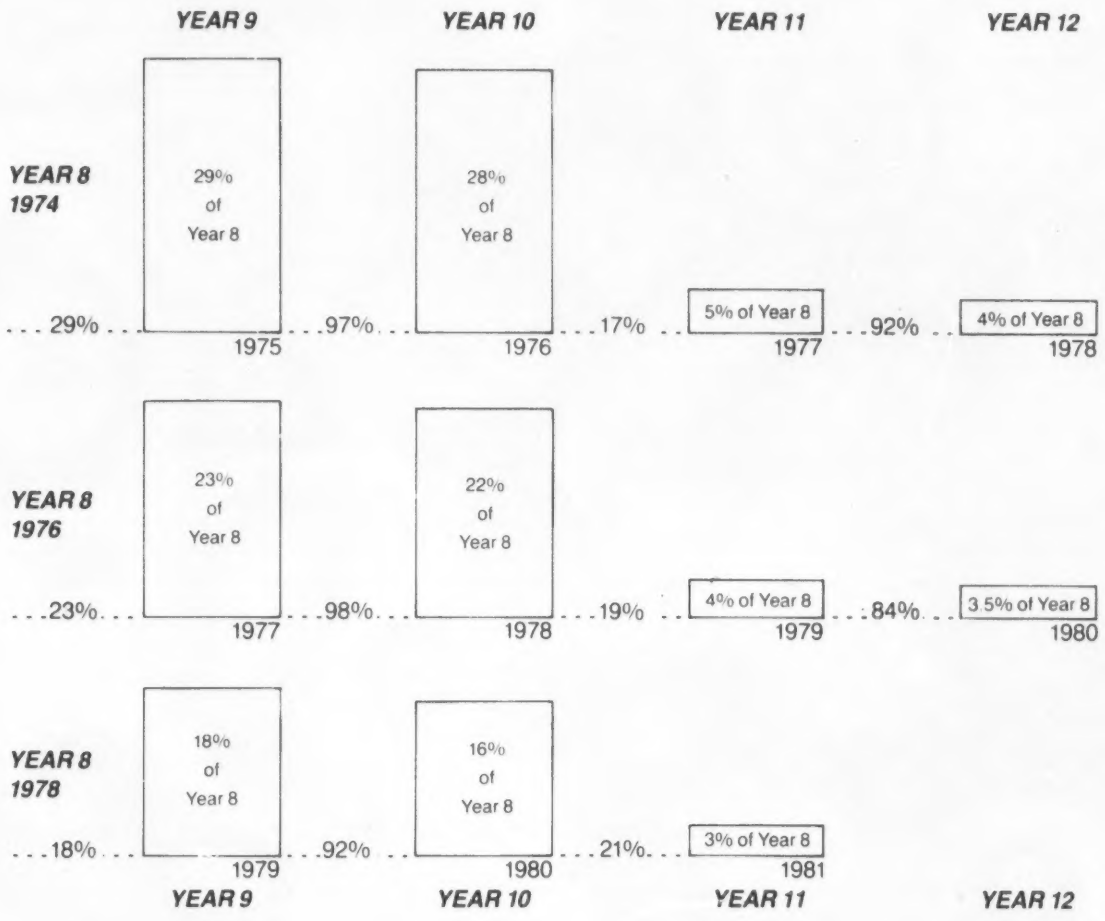
Table 1: Enrolment in foreign language and total secondary enrolment for Year 9 to Year 12 for State and non-State secondary schools in Queensland for 1982 (Source: BSSS)

	Year Level			
	9	10	11	12
French	3 435	3 257	838	761
German	3 211	2 974	741	650
Japanese	748	601	195	178
Italian	671	496	105	99
Indonesian/ Malaysian	84	70	30	19
Latin	41	46	10	5
Chinese	33	32	31	8
Russian	—	10	—	2
Modern Greek	—	—	6	—
Foreign language total	8 223	7 486	1 956	1 722
Total secondary enrolment*	39 474	37 429	20 988	15 951
Foreign language enrolment as % of total secondary enrolment	20.8%	20.0%	9.3%	10.8%

* Based on enrolments for English

As indicated in Table 1, French and German are the most commonly studied foreign languages for the year levels given. These are followed by Japanese and Italian, which represent a very small proportion of the foreign language student population overall. An analysis of the data from year level to year level gives a general indication of the decline in enrolments which foreign languages experience as students progress through to Years 11 and 12 although, from Year 11 to 12, the retention rate for foreign languages is higher than for English. A more accurate indication of retention rates from Year to Year is given in Figure 1.

Figure 1: Retention rates in foreign languages for each year level for years 1974—1978, 1976—1980 and 1978—1981 for State secondary schools and secondary departments (Source: Teaching returns)



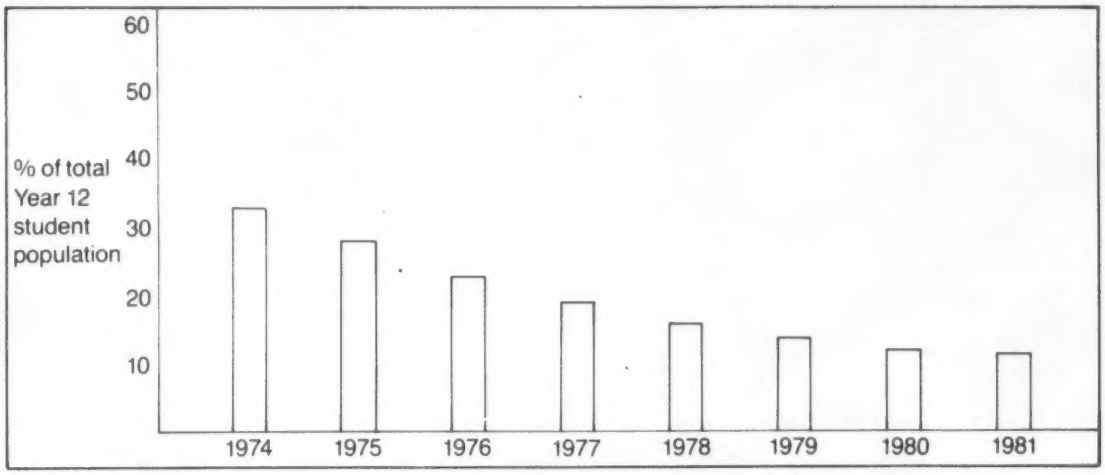
In Figure 1, the boxes for Years 9—12 give an indication of the proportions of the Year 8 foreign language enrolment which continued on to each of the subsequent years. The percentages shown between the boxes represent the percentage of a particular year's enrolment which was enrolled in a foreign language in the subsequent year. In the top line of boxes, for example, it can be seen that the 1977 Year 11 students constitute 17 per cent of the 1976 Year 10 enrolment.

Figure 1 shows that a large attrition occurs among foreign language enrolments from Year 8 to Year 12. The Years 11 and 12 foreign language enrolments typically represent 4—5 per cent of the original Year 8 enrolment. Figure 1 also shows that the largest attritions occur between Year 8 and Year 9, and between Year 10 and 11. It would seem that once a student decides to study a foreign language in Year 9 or Year 11, continuing rates in the subsequent year are high. There is a downward trend from 1976 to 1980 in the Year 10 enrolments as proportions of the previous year's Year 9 enrolment. This trend is even more evident in the 1981 figure for Year 10, which is not shown in Figure 1. Further details are shown in Appendix I, Table A.

Table 2: Year 12 foreign language enrolment compared to total Year 12 enrolment in State and non-State secondary schools for 1974, 1978 and 1981 (Source: BSSS)

	Total Year 12 foreign language enrolment	Total enrolment Year 12	Total foreign language enrolment as % of Year 12 enrolment
1974	3 522	10 551	33%
1978	2 198	14 072	16%
1981	1 612	13 958	11.5%

Figure 2: Total Year 12 foreign language enrolment compared to total Year 12 enrolment for 1974—1981 (Source: BSSS)



In 1981, only 11.5% of the total Year 12 student population were enrolled in a foreign language. This is in marked contrast to 1974 where 33% of Year 12 students were studying a foreign language. In each subsequent year there has been a steady decline in enrolment proportions. In 1975 the foreign language requirement for Faculty of Arts university entrance (to be effective for 1976 university intake) was introduced. By 1978, only 16% of the total Year 12 student population was enrolled in a foreign language.

Table 3: Comparison of Year 12 enrolment in French with Year 12 total enrolment for all State and non-State secondary schools for the period 1974—1981 (Source: BSSS)

	Total Year 12 French enrolment	Total Year 12 enrolment	Year 12 French enrolment as % of Year 12 enrolment
1974	2 322	10 551	22%
1975	1 965	10 813	18%
1976	1 736	12 263	14%
1977	1 463	13 142	11%
1978	1 210	14 072	9%
1979	1 045	14 240	7%
1980	897	14 284	6%
1981	762	13 958	5%

When enrolments in particular foreign languages are examined, the data show that the largest declines in enrolments have occurred in French (Table 3). About 5% of the Year 12 population studied French in 1981, compared to 22% in 1974. Major declines occurred from 1974 to 1975 and from 1975 to 1976.

Table 4: Comparison of Year 12 enrolment in German with Year 12 total enrolment for State and non-State secondary schools for 1974, 1978, 1981 (Source: BSSS)

	Total Year 12 German enrolment	Total Year 12 enrolment	Year 12 German enrolment as % of Year 12 enrolment
1974	1 042	10 551	10%
1978	786	14 072	6%
1981	591	13 958	4%

German has suffered an overall percentage decline in enrolments throughout the 1974—1981 period, as well as a decline in actual numbers (Table 4).

Table 5: Comparison of Year 12 enrolment in Japanese and Italian with Year 12 total enrolment for State and non-State secondary schools for 1974, 1978, 1981 (Source: BSSS)

	Total Year 12 Japanese enrolment	Total Year 12 Italian enrolment	Total Year 12 enrolment	Year 12 Japanese enrolment as % of Year 12 enrolment	Year 12 Italian enrolment as % of Year 12 enrolment
1974	76	60	10 551	.72%	.57%
1978	93	69	14 072	.66%	.49%
1981	141	80	13 958	1.01%	.57%

Japanese and Italian are the only languages to have experienced overall increases in both the

number and percentage of enrolments compared to the total Year 12 enrolment from 1974—1981 (Table 5). Some fluctuations have occurred in the intervening years. However, both these language groups command a very small proportion of the total Year 12 population (1% and less).

Table 6: Candidates for Senior External Examination by foreign language for the period 1975—1981
(Source: BSSS)

	1975	1976	1977	1978	1979	1980	1981
French	71	42	31	32	37	25	14
German	42	35	30	31	23	24	17
Indonesian/Malaysian	—	—	2	9	19	25	41
Italian	12	19	4	10	4	5	7
Japanese	1	3	—	1	1	—	3
Russian	4	2	2	4	—	1	2
Greek	—	—	—	—	—	—	—
Hebrew	11	8	2	1	1	—	—
Latin	1	1	—	—	1	—	—
TOTAL	142	110	71	88	86	80	84

Declining language enrolments have not been offset by any increases in numbers taking Junior and Senior foreign languages externally, as can be seen in Table 6.

Indonesian/Malaysian is the only foreign language to have experienced a substantial increase in number of candidates over the period indicated. The numbers in most other foreign languages have declined.

It should be noted that students may study the foreign languages externally in a variety of ways, e.g. through coaching colleges, some secondary schools, colleges of technical and further education, the Secondary Correspondence School, and privately or self-taught. External students are able to opt for either sitting for an external examination, or being assessed internally if enrolled in a secondary school. Therefore, the figures presented in Tables 6 and 7 are likely to underestimate the numbers who actually study foreign languages externally. Both adults and children of school age are included in the figures.

Table 7: Candidates for Junior External Examination by foreign language for the period 1975—1981
(Source: BSSS)

	1975	1976	1977	1978	1979	1980	1981
German	32	29	26	23	20	12	16
French	18	14	6	8	2	3	7
TOTAL	50	43	32	31	22	15	23

As shown in Table 7, the number of external examination candidates for Junior foreign language subjects has declined steadily since 1975.

Table 8: Secondary Correspondence School enrolments by foreign language, by type of enrolment for 1982 (March) (Source: Secondary Correspondence School)

Type of Enrolment	French	German	Italian	Latin	TOTAL
Full-time, school-age correspondence students, not attending a day school	42	27	3	2	74
Full-time, school-age correspondence students attending a day school	84	58	10	1	153
School leavers and adults	16	20	16	5	57
TOTAL	142	105	29	8	284

The Secondary Correspondence School figures (Tables 8 and 9) represent enrolments in foreign language subjects for students in Years 9 to 12 only, and are partially subsumed in the data relating to Junior and Senior external examinations.

Students are grouped according to three different categories: (1) full-time, school-age correspondence students not attending a day school; (2) full-time, school-age correspondence students attending a day school (secondary or secondary departments); and (3) school leavers and adults.

An analysis of the enrolments in foreign language subjects at the Secondary Correspondence School also indicates that there have not been any increases in enrolments to compensate for the decline in enrolments in secondary schools.

Table 9: Secondary Correspondence School, all types of enrolments*, by particular language, for the period 1977 to 1981 (Source: Secondary Correspondence School)

	French	German	Italian	Latin	Total language enrolment	Total Secondary Correspondence School enrolment
July 1977	121	148	44	8	321	3 800
October 1978	70	99	29	5	203	2 208
October 1979	70	101	25	5	201	2 189
October 1980	70	67	22	6	165	2 327
October 1981	80	80	46	6	212	2 911

* Based on those students who returned work from their first lesson

Overall enrolments in foreign language subjects at the Secondary Correspondence School have declined since 1977. This, however, has also been accompanied by a decline in the total Secondary Correspondence School enrolments.

Table 10: Sex Ratios for Year 12 foreign language students for State and Non-State secondary schools for 1974, 1978, 1981 (Source: BSSS)

	Total foreign language enrolments	Sex	Male and female foreign language enrolments as % of total foreign language enrolments
1974	3 522	Male Female	27% 73%
1978	2 198	Male Female	23% 77%
1981	1 612	Male Female	23% 77%
English 1981	13 958	Male Female	48% 52%

The ratio of male to female enrolments in Year 12 foreign language classes has remained fairly constant (for the period 1974 to 1981) at about 1:3, i.e. for every male studying a foreign language there are three females (Table 10).

If a more detailed analysis is made, there is evidence of a slight decrease in the proportion of Year 12 males doing a foreign language over the period. This ratio is reflected in the major foreign languages, French and German, in which the tendency for a higher proportion of females than males is clearly evident, with French always being slightly more 'female' in enrolments. The trends in Italian and Japanese are not as clearcut, and fluctuate significantly but with small changes in actual numbers. Sex ratios for each language are included in Appendix 1, Table B.

SECONDARY TEACHER DATA

This section presents information about teachers of foreign languages in State high schools and secondary departments. In the context of this report, a 'foreign language teacher' refers to any teacher who is engaged in teaching one or more foreign language classes, at any level.

An analysis of the figures pertaining to teachers in State secondary schools from 1978 to 1982 indicates that there has been a decline in the total number of foreign language teachers, while the total number of secondary teachers has risen since 1978 (Table 11). The decline has occurred mainly in the French and German teaching groups.

Table 11: Distribution of foreign language teachers in State high schools and State secondary departments by language for the period 1978—1982 (Source: Teaching Returns)

	1978	1979	1980	1981	1982
French	438 (69%)	387 (65%)	403 (67%)	391 (68%)	389 (66%)
German	230 (36%)	220 (37%)	208 (35%)	206 (36%)	211 (36%)
Japanese	28 (4%)	28 (5%)	29 (5%)	29 (5%)	31 (5%)
Italian	12 (2%)	18 (3%)	18 (3%)	19 (3%)	18 (3%)
Other	4 (1%)	3 (1%)	4 (1%)	5 (1%)	4 (1%)
Total foreign language teachers*	637	599	599	579	586
Total secondary teachers	7 453	7 613	7 578	7 668	7 978
Total foreign language teachers as % of total secondary teachers	8.5%	8%	8%	7.5%	7%

* This total is not simply the sum of the language sub-totals, as some teachers teach more than one foreign language and would therefore appear in more than one language sub-total.

An analysis of foreign language teachers according to the particular foreign language taught indicates that French was the most commonly taught foreign language, accounting for 66% of all foreign language teachers in State secondary schools in 1982. French was followed by German (36%), Japanese (5%) and Italian (3%).

Table 12: Distribution of foreign language teachers in State high schools and State secondary departments by number of languages taught for the period 1978—1982 (Source: Teaching returns)

	1978	1979	1980	1981	1982
One foreign language taught	570 (89%)	536 (89%)	535 (89%)	511 (88%)	520 (89%)
Two foreign languages taught	64 (10%)	57 (10%)	62 (10%)	67 (11%)	62 (10%)
Three foreign languages taught	3 (—)	2 (—)	2 (—)	1 (—)	3 (1%)
Four foreign languages taught	0	0	0	0	1 (—)
Total foreign language teachers	637	599	599	579	586

Table 12 shows that the majority of foreign language teachers teach only one foreign language. This group represented about 89% of the total foreign language teacher population in State high schools and State secondary departments in 1982. Most of the remainder teach two foreign languages (about 10% in 1982). The proportion of teachers who teach more than two foreign languages is very small. Proportions have remained stable throughout the 1978—1982 period. The most commonly taught single language continues to be French, followed by German, Japanese and Italian. The most common two-language combination is French/German (see Appendix 2, Table A).

Table 13: Number of subjects* taught by foreign language teachers in State high schools and State secondary departments for the period 1978—1982 (Source: Teaching returns)

	1978	1979	1980	1981	1982
One subject	59 (9%)	50 (9%)	59 (10%)	56 (10%)	55 (9%)
Two subjects	235 (37%)	205 (34%)	209 (35%)	195 (34%)	181 (31%)
Three subjects	207 (32%)	198 (33%)	186 (31%)	158 (27%)	170 (29%)
Four subjects	101 (16%)	103 (17%)	93 (15%)	110 (19%)	109 (19%)
Five or more	35 (5%)	43 (7%)	52 (9%)	60 (10%)	71 (12%)
Total foreign language teachers	637	599	599	579	586

* Including foreign language subjects

An analysis of the distribution of all foreign language teachers in State high schools and State

secondary departments (Table 13 above) indicates that in 1982 the majority of foreign language teachers taught two or three subjects. This situation has remained quite stable throughout the 1978—1982 period. However, there has been an increase in the proportion of foreign language teachers who teach five subjects or more (12% in 1982 compared to only 5% in 1978).

Table 14: Proportion of total teaching time spent in teaching foreign languages by teachers in State high schools and State secondary departments for the period 1978—1982 (Source: Teaching returns)

	1978	1979	1980	1981	1982
1%—20% of total teaching time	126 (20%)	123 (20%)	144 (24%)	162 (28%)	152 (26%)
21%—40%	174 (27%)	163 (27%)	154 (26%)	135 (24%)	163 (28%)
41%—60%	145 (23%)	135 (23%)	128 (21%)	100 (17%)	101 (17%)
61%—80%	89 (14%)	82 (14%)	64 (11%)	71 (12%)	64 (11%)
81%—100%	103 (16%)	96 (16%)	109 (18%)	111 (19%)	106 (18%)
Total foreign language teachers	637	599	599	579	586

In 1982, over 50% of foreign language teachers were spending 40% and less of their total teaching time actually teaching foreign languages (Table 14). Since 1978, there has been a growing proportion of teachers for whom foreign languages have become a 'minor' area of specialisation. However, the proportion of teachers for whom foreign languages were a 'major' area of specialisation has remained about the same.

Table 15: Proportion of total teaching time spent in teaching certain foreign languages by foreign language teachers in State high schools and State secondary departments for 1978 and 1982 (Source: Teaching returns)

	1%—20% time spent	21%—40%	41%—60%	61%—80%	81%—100%	Total teachers
French						
1978	95(22%)	131(30%)	97(22%)	53(12%)	62(14%)	438
1982	113(29%)	118(30%)	61(16%)	35(9%)	64(16%)	391
German						
1978	30(13%)	37(16%)	53(23%)	46(20%)	64(28%)	230
1982	40(19%)	41(19%)	49(23%)	25(12%)	56(27%)	211
Japanese						
1978	3(11%)	4(14%)	6(21%)	8(29%)	7(25%)	28
1982	3(10%)	2(6%)	6(19%)	9(29%)	11(36%)	31
Italian						
1978	1(8%)	3(25%)	3(25%)	3(25%)	2(17%)	12
1982	2(9%)	6(27%)	3(14%)	6(27%)	5(23%)	22

During the period indicated in Table 15, French teachers have remained a relatively non-

specialised group. Since 1978, German has also been experiencing a trend towards non-specialisation. This contrasts sharply with the trends in Italian and Japanese. For these latter languages, there has been a strong trend towards teacher specialisation, especially in the case of Japanese.

Table 16: Distribution of foreign language teachers in State high schools and State secondary departments by academic qualifications for the period 1978—1982 (Source: Teaching returns)

	1978	1979	1980	1981	1982
Diploma of Teaching	28 (5%)	33 (6%)	43 (7%)	40 (7%)	49 (8%)
Degree	160 (25%)	157 (26%)	145 (24%)	130 (22%)	138 (24%)
Degree and Dip. Ed.	294 (46%)	262 (44%)	276 (46%)	272 (47%)	283 (48%)
Higher degree or two or more degrees	34 (5%)	31 (5%)	52 (9%)	56 (10%)	51 (9%)
None of the above	121 (19%)	116 (19%)	83 (14%)	81 (14%)	65 (11%)
Total foreign language teachers	637	599	599	579	586

Table 16 shows that in the period 1978—1982, there was an overall decline in the actual number of foreign language teachers. Over the same period there was a slight but constant trend towards higher academic qualifications among foreign language teachers. The decline in the proportion of foreign language teachers with none of the listed qualifications was matched by increases in the proportion of teachers with a degree plus Diploma of Education, and those with higher or two or more degrees.

Table 17: Distribution of foreign language teachers in State high schools and State secondary departments, by sex for the period 1978—1982 (Source: Teaching returns)

	1978	1979	1980	1981	1982	1981 Total teachers
Male	140 (22%)	140 (23%)	149 (25%)	150 (26%)	128 (22%)	4 114 (54%)
Female	497 (78%)	459 (77%)	450 (75%)	429 (74%)	458 (78%)	3 554 (46%)
Total foreign language teachers	637	599	599	579	586	7 668

Table 17 shows that for every male foreign language teacher, there are about three female foreign language teachers. A slight but steady increase occurred in the percentage of males teaching foreign languages during the period 1978 to 1981. By 1982, however, the percentage of male foreign language teachers had decreased to the 1978 level of 22%. Foreign language teaching remains predominantly a female area, whereas there is a slightly higher proportion of males than females in the total teaching force in State high schools and secondary departments.

Table 18: Distribution of foreign language teachers in State high schools and State secondary departments by sex, by foreign language for the period 1978—1982 (Source: Teaching returns)

	1978	1979	1980	1981	1982
FRENCH					
Male	20%	20%	21%	23%	18%
Female	80%	80%	79%	77%	82%
Total	438	387	403	391	386
GERMAN					
Male	30%	25%	32%	27%	25%
Female	70%	75%	68%	73%	75%
Total	230	220	208	206	213
JAPANESE					
Male	32%	36%	24%	28%	29%
Female	68%	64%	76%	72%	71%
Total	28	28	29	29	31
ITALIAN					
Male	42%	39%	44%	53%	41%
Female	58%	61%	56%	47%	59%
Total	12	18	18	19	22
OTHER					
Male	75%	100%	50%	60%	50%
Female	25%	—	50%	40%	50%
Total	4	3	4	5	4
TOTAL*					
Male	22%	23%	25%	26%	22%
Female	78%	77%	75%	74%	78%
Total	637	599	599	579	586

* The total is not simply the sum of the sub-totals for specific languages as some teachers teach more than one foreign language and would therefore appear in more than one language sub-total.

An analysis of teacher sex ratios by specific foreign language (Table 18), shows that French and German have tended to reflect the overall male/female ratio of about 1:3. By 1982 however, French had lost a substantial proportion of the male teacher population. The ratio for French now stands at about 1:4.

The trends for Japanese and Italian teachers have been difficult to establish, although Italian has tended to have a higher proportion of males than the other language teaching groups.

SECONDARY SCHOOL DATA

Section 4 presents school level data on foreign languages, including language availability and within-school organisational features such as class grouping arrangements, class size and time spent on foreign languages.

Table 19: Number of State and non-State secondary schools offering a foreign language at Year 10 by foreign language, for 1974, 1978—1982 (Source: BSSS)

	1974	1978	1979	1980	1981	1982
French	272	240	229	205	206	178
German	113	106	107	110	107	115
Japanese	16	21	19	24	23	26
Italian	17	17	17	20	22	22
Other	8	10	8	9	9	11
Total secondary schools with Year 10	295	297	302	306	310	314

Overall, there has been a major decline in the number of schools offering a foreign language at Year 10 level, as indicated in Table 19 above. In 1982, French was still the most commonly taught foreign language at Year 10, although it was the only foreign language to have suffered a major decline since 1974. German and 'other' foreign languages have risen slightly over 1974 levels. Japanese and Italian have experienced small but steady increases since 1974.

Table 20: Number of State and non-State secondary schools offering a foreign language at Year 12 by foreign language for 1974, 1978—1982 (Source: BSSS)

	1974	1978	1979	1980	1981	1982
French	175	132	121	110	108	108
German	96	89	87	84	82	86
Japanese	12	17	15	17	17	22
Italian	8	11	11	11	12	11
Other	3	6	6	7	6	7
Total secondary schools with Year 12	197	216	216	222	222	225

Table 20 shows that there has been an overall major decline in the number of schools offering a foreign language at Year 12 level.

Although French and German were still the most commonly taught foreign languages in 1982, these two language groups have suffered the major declines. The availability of Japanese at Year 12 level has increased by almost 100% over the 1974 level. Italian has risen slightly and 'other' foreign languages have remained stable since 1978.

Table 21: Number of State high schools and State secondary departments offering certain foreign languages from Year 8 to Year 10 (Source: Teaching returns)

	Year 8 (1978)	Year 10 (1980)	Year 8 (1979)	Year 10 (1981)	Year 8 (1980)	Year 10 (1982)
French	171	135	165	131	165	112
German	79	72	76	71	80	76
Japanese	14	13	16	14	16	16
Italian	8	7	9	8	9	8
Other	2	1	1	1	2	1
Total SHS and SSD offering foreign languages	181	151	182	150	185	143
Total SHS and SSD with Year 8/10	190	191	205	201	197	202

Table 21 shows that the opportunity to study all foreign languages offered in Queensland decreased from Year 8 to Year 10 in State secondary schools and secondary departments. The decrease in opportunity was particularly marked in French.

Table 22: Number of State high schools and State secondary departments offering certain foreign languages from Year 10 to Year 12 (Source: Teaching returns)

	Year 10 (1978)	Year 12 (1980)	Year 10 (1979)	Year 12 (1981)	Year 10 (1980)	Year 12 (1982)
French	150	68	146	62	135	58
German	70	58	72	51	72	52
Japanese	12	9	12	10	13	13
Italian	4	4	4	4	7	6
Other	1	1	1	1	1	2
Total SHS and SSD offering foreign languages	156	85	159	73	151	77
Total SHS and SSD with Year 10/12	185	130	200	136	191	136

Table 22 shows a similar pattern to that shown by Table 21 — diminishing opportunity to study a foreign language the higher the year level and a strengthening of this trend over time. Again, the major reduction in the opportunity to study foreign languages occurred in French. It should be noted that the reduction in opportunity to study French and other foreign languages is partly due to the fact that most secondary departments do not go beyond Year 10.

Table 23: Number of State high schools and State secondary departments offering more than one foreign language at Year 8, 10 and 12 for 1974, 1978, 1982 (Source: Teaching returns, Guidance and Special Education)

	1974			1978			1982		
	8	10	12	8	10	12	8	10	12
French/German	55	56	44	53	52	45	35*	36	25
French/Italian	2	2	2	4	3	2	2	1	2
French/Japanesse	1	1	2	2	2	2	4	3	4
German/Italian	—	—	—	—	—	—	—	1	—
German/Japanese	1	—	—	1	1	1	3	1	1
French/German/ Japanese	9	7	5	10	9	7	5	6	4
French/Italian/ German/Japanese	1	1	1	1	1	1	1	—	—
No. of schools with Year 8, 10, 12	Information unavailable			190	185	122	206	202	136

* Plus secondary departments

An analysis was made of the number of schools offering two, three or four languages at Year 8, 10 and 12 for 1974, 1978 and 1982 (Table 23).

It should not be assumed that individual students in schools offering such language combinations are able to study two or more foreign languages at school. In most cases, and especially beyond Year 8, students are able to select only one of the languages offered. They usually have a choice as to which language to study.

French/German
In 1982, only 35 secondary schools and two secondary departments were offering this language combination at Year 8; 36 secondary schools were offering it at Year 10, and 25 secondary schools were offering it at Year 12. Substantial declines occurred from 1978 to 1982, particularly at Year 12 level. This sharp decline was preceded by a period of relative stability. An analysis across the year levels clearly indicates the substantial difference between Years 8 and 12, in the number of schools offering French/German. This tendency is less prevalent for the other language combinations.

French/Italian; French/Japanese
Since the number of schools offering these two-language combinations is so small, no definite trends can be established.

French/German/Japanese
As for French/German, a decline in the number of schools offering this three-language combination occurred from 1978 to 1982, especially at Year 8.

The number of schools offering any other language combinations at Year 8, 10 and 12 levels is very small.

When the enrolment for a particular foreign language in one year level is small, it is the practice in some schools to have this year level taught with another year level at the same time by the same teacher. Table 24 shows the occurrence of such combined year level teaching of foreign languages.

Table 24: Combined year levels for particular foreign languages in State high schools and State secondary departments for the period 1978—1982 (Source: Teaching returns)

Language	Combined year levels	Year				
		1978	1979	1980	1981	1982
French	11/12	6	10	3	6	15
	10/12	—	1	—	1	1
	9/12	—	—	—	—	1
	9/11	—	1	—	1	1
	10/11	—	—	1	—	—
	9/10	2	1	1	2	—
	Total	8	13	5	10	18
German	11/12	4	4	4	10	17
	10/12	—	1	—	—	1
	9/11	—	1	—	—	—
	10/11	—	—	—	—	—
	9/10	—	—	—	—	—
	Total	4	6	4	10	18
Japanese	11/12	—	3	2	1	4
	10/12	—	—	—	—	1
	9/11	—	1	—	1	—
	10/11	—	—	—	—	—
	9/10	—	—	—	—	—
	Total	0	4	2	2	5
Combined Total		12	23	11	22	41

For the period 1978 to 1982 the languages most frequently taught to combined year levels were French and German. Occurrences of combined year levels in Japanese were small compared to French and German. Only one case of a combined Italian class has been recorded. Overall, there have been fluctuations from year to year in the occurrence of combined classes of different year levels. From 1980 onwards there has been a consistent 100% increase each year in the total combined occurrence of these types of classes.

In Table 25, the occurrence of 'foreign language combinations' is shown. 'Foreign language combinations' refers to the grouping together into the same class, of students from the same year level, but who are studying a different foreign language.

Table 25: Foreign language combinations taught in State high schools and State secondary departments in Years 11 and 12 for the period 1978—1982 (Source: Teaching returns)

	1978	1979	1980	1981	1982
Year 11 French/German	1	4	1	4	2
Year 12 French/German	4	2	2	3	3

French/German was the only language combination taught to Year 11 and Year 12 classes throughout the 1978—1982 period. Occurrences are not high. In these foreign language combinations it is most likely that students are doing either French or German, but not both languages.

The occurrence of foreign language combinations in Year 8 cannot be accurately portrayed since it is often impossible to decide from original teaching returns in what manner the language subjects are offered, i.e. whether two, three or even four languages are studied for part of a year or a whole year. There does appear to be an increase in the frequency with which schools are varying the manner in which foreign languages are offered at Year 8 level. Traditionally, one language (sometimes two) was studied for a whole year.

Table 26: Average weekly times (in minutes) spent by students in foreign language and English classes in Years 8, 10 and 12 for 1978 and 1981 (Source: Teaching returns)

	Year 8		Year 10		Year 12	
	1978	1981	1978	1981	1978	1981
English	230	217	219	213	220	217
Foreign languages	130	128	171	162	208	214

Table 26 shows that in 1981, Year 8 foreign language students spent, on average, 128 minutes each week in foreign language class. This is about 60% of the average time spent in English class. The same proportion applies to 1978 as well.

For Year 10, in 1981 foreign language students spent, on average, 162 minutes each week in foreign language class, which was about 80% of the average time devoted to English classes. The proportion of time spent in 1978 is approximately the same as for 1981.

In 1981, Year 12 students spent, on average, 214 minutes each week in foreign language class, which is about equal to the average time devoted to English classes. 1978 figures are slightly lower, i.e. the average time spent in foreign language class is about 94% of the average English class time.

At both Year 10 and Year 12 levels, the average times were well in excess of the minimum times required by the Board of Secondary School Studies. No Board minimum time is set down for Year 8.

Table 27: Average class sizes for Year 10 and Year 12 English and foreign language classes for 1975, 1978 and 1981 (Source: Teaching returns)

	1975		1978		1981	
	Year 10	Year 12	Year 10	Year 12	Year 10	Year 12
English	28.5	22.3	27.1	22.7	26.5	23.2
Foreign languages	19.6	7.7	17.8	6.8	16.1	6.6

For Year 12, both English and foreign language average class sizes have remained stable, as indicated in Table 27. Year 10 has been experiencing very slight but consistent declines in English class sizes. This trend is also evident in foreign language class sizes, with an average of 16 students in 1981 compared to 20 students in 1975.

Figures on average class size give some indication of general trends but tend not to show the real situation in schools. Tables 28 and 29 set out the number and percentage of foreign language classes of particular sizes, for the years 1975, 1978 and 1981.

In 1981, the greatest proportion of Year 12 foreign language classes contained 6—10 students (44%). In 1975 the most common class size for Year 12 foreign language was in the 1—5 range.

For Year 10 in 1981, the largest proportion of foreign language classes had 21—25 students. This represents an increase in the most common class size, which in 1975 was 16—20 students.

Table 28: Distribution of Year 12* foreign language class sizes for 1975, 1978 and 1981 (Source: Teaching returns)

Class size	1975	1978	1981
1—5	82 (44%)	74 (46%)	45 (37%)
6—10	63 (34%)	59 (37%)	54 (44%)
11—15	5 (13%)	20 (12%)	16 (13%)
16—20	10 (5%)	7 (4%)	7 (6%)
21—25	6 (3%)	2 (1%)	0
26+	1 (1%)	0	0
Total classes	187	160	121
Total students	1 436	1 092	803

* Includes combined classes with Year 11

Table 29: Distribution of Year 10* foreign language class sizes for 1975, 1978 and 1981 (Source: Teaching returns)

Class size	1975	1978	1981
1—5	30 (7%)	36 (11%)	41 (14%)
6—10	35 (9%)	37 (12%)	36 (13%)
11—15	54 (13%)	46 (14%)	50 (18%)
16—20	100 (25%)	73 (23%)	61 (21%)
21—25	79 (19%)	79 (25%)	70 (24%)
26—30	71 (17%)	40 (13%)	25 (9%)
31 +	39 (10%)	8 (2%)	4 (1%)
Total classes	408	319	287
Total students	7 997	5 670	4 617

* Includes combined classes with Year 9

TERTIARY AND OTHER NON-SECONDARY INSTITUTION DATA

This section contains information from a variety of institutions offering programs which might be seen in some ways as alternatives to the study of foreign languages in the usual secondary school setting. Data is also included for students training to become teachers of foreign languages.

An analysis was made of the enrolments and sex ratios of foreign language method students at the Brisbane College of Advanced Education (Mt Gravatt and Kelvin Grove Campuses), University of Queensland and James Cook University (Table 30). These are the only tertiary institutions in Queensland which offer such courses, the purpose of which is to train prospective teachers in the methodology of foreign language teaching.

Table 30: Enrolments* and sex ratios of foreign language method students at the Brisbane College of Advanced Education (Mt Gravatt and Kelvin Grove Campuses), University of Queensland and James Cook University, for the period 1978—1982 (Source: Respective institutions)

	Mt Gravatt		Kelvin Grove		University of Qld		James Cook University		Totals		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
1978	Not Available		2	12	5	27	1	5	8 (15%)	44 (85%)	52
1979	—	8	1	8	7	24	2	6	10 (18%)	46 (82%)	56
1980	—	5	—	6	1	26	—	2	1 (2.5%)	39 (97.5%)	40
1981	2	6	1	6	1	12	—	2	4 (13%)	26 (87%)	30
1982	—	7	1	12	4	19	—	3	5 (11%)	41 (89%)	46

* Figures provided by each institution did not specify whether enrolments were based on students actually graduating or those simply enrolled in the language method courses at some time during each year indicated

Overall, enrolments have been declining sharply since 1979, but an increase occurred in 1982. Enrolments at all four institutions are predominantly females (more than 80%). In 1981, 87% of foreign language method students were female, while 68% of all secondary student teachers were females.

Table 31: Total enrolments in elementary foreign languages by foreign language at University of Queensland, Griffith University and James Cook University for 1982 (Source: Respective universities)

	German	French	Japanese	Chinese	Italian	Indonesian	Russian
Combined enrolments	145	108	97	80	48	32	31

All three Queensland universities offered courses in elementary foreign languages. In 1982, the most commonly taught elementary foreign language, based on combined enrolments at the three universities indicated above, was German, followed by French and Japanese.

Table 32: Enrolments in elementary foreign language courses by foreign language at University of Queensland for the period 1975—1982 (Source: University of Queensland Statistics Section)

	1975	1976	1977	1978	1979	1980	1981	1982
German	390	191	152	175	145	147	145	145
French	221	66	63	52	65	63	78	91
Japanese	80	51	59	50	50	46	56	49
Chinese	65	49	40	49	52	67	35	51
Russian	39	40	24	32	28	44	29	31
TOTAL*	795	397	338	358	340	367	343	367

* Some students may be enrolled in more than one foreign language course, and may therefore be counted more than once in the figures provided

The figures in Table 32 are based on enrolments in first semester elementary language courses offered by the various language departments at the University of Queensland. Although these courses are for elementary foreign language learners, some students who may have studied the foreign language previously are allowed to enrol if their knowledge of the language is not considered adequate, or if they fail a placement test, as is the case for French.

A major decline in total enrolments (over 50%) occurred from 1975 to 1976, followed by a further decline in 1977. This is best evidenced in the enrolments for German and French. In 1975, the foreign language requirement for Faculty of Arts entrance was dropped, to be effective for the 1976 university intake. Prior to 1976 students wishing to enter the University's Faculty of Arts were required to have completed a foreign language subject at Senior level. Those who did not meet this requirement could seek entry provided that they enrolled for an elementary foreign language course in their first year of tertiary study.

Enrolments since 1977 appear to have stabilised, but have remained at about 50% of the 1975 level. German enrolments have remained stable since 1979, and in 1982 German was still the most commonly taught foreign language at the elementary level at the University of Queensland. French continued to suffer a drop in enrolments until 1978. Since 1979 enrolments have been increasing (except for a slight decline in 1980), with a total of 91 students enrolled in Introductory French Language in 1st Semester 1982. A considerable decline was also experienced for Japanese from 1975 to 1976. However, enrolments appear to have stabilised since then. Chinese enrolments had been increasing since 1978, but suffered a major decline in 1981. By 1982, enrolments had reached the pre-1980 levels. Enrolments in Russian have not followed a definite trend. This language has always attracted the lowest numbers compared to the other foreign languages.

Table 33: Enrolments in elementary foreign language courses by foreign language at Griffith University for the period 1976—1982 (Source: Griffith University Language Centre)

	1976	1977	1978	1979	1980	1981	1982
Japanese	42	23	44	44	53	44	48
Italian	—	27	30	21	24	28	23
Chinese	55	41	45	37	55	40	29
Indonesian	46	29	48	63	29	69	20
TOTAL	143	120	167	165	161	181	120

Table 33 shows enrolments in elementary foreign language courses at Griffith University. Students who have studied the languages shown above at high school are allowed to enrol in the introductory foreign language courses, along with true beginners.

Enrolment levels have fluctuated in all four languages but Japanese and Italian have experienced fewer and less dramatic changes during the period indicated compared to Chinese and Indonesian. By 1982 enrolments in Chinese had declined to about 50% of the 1976 figure. A major decline occurred in Indonesian enrolments in 1982, representing a loss of about 70% over the 1981 enrolment level.

Table 34: Enrolments in elementary foreign language courses, by foreign language, at James Cook University, for the period 1974—1982 (Source: James Cook University Enrolments Section)

	1974	1975	1976	1977	1978	1979	1980	1981	1982
Special French (FR 100)	—	12	29	48	34	27	22	15	17 (FR 102)
Italian I (IT 100)	—	—	46	29	29	29	25	28	25
Indonesian I (IN 100)	—	—	—	—	—	27	17	13	12
Indonesian II (IN 201)	21	21	23	7	10	—	—	—	—
Special Japanese (JA 100)	—	—	10	—	—	—	—	—	—
TOTAL	21	33	108	84	73	83	64	56	54

Table 34 shows that in 1982, Italian had the highest level of enrolments and since 1977 it has had the most stable enrolment levels compared to the other foreign languages. Enrolments in French increased from 1975 to 1977 but have declined since. Indonesian enrolments have been steadily dwindling since 1979. Japanese has appeared only once, in 1976.

Overall, enrolments in foreign languages at James Cook University reached a peak in 1976. This was preceded by a very low level of enrolments in 1974 and 1975. Since 1976, enrolments have declined steadily, although by 1982, enrolments were still substantially higher than during the 1974 to 1975 period.

Table 35: Enrolments in elementary foreign languages, by foreign language at the Institute of Modern Languages (Brisbane) for 1974, 1978, 1982 (Source: IML)

	1974	1978	1982
French	70	74	104
German	97	78	82
Italian	71	92	77
Japanese	64	34	65
TOTAL	205	200	246

An analysis of the total enrolments for the years indicated (Table 35) shows that an increase in enrolments occurred in the 1978 to 1982 period.

The increase in French enrolments from 1978 to 1982 was principally responsible for the increase in the total enrolments. German enrolments have declined slightly since 1974. Enrolments in Italian increased substantially from 1974 to 1978, but decreased during the 1978—82 period. By 1982, Japanese had regained its 1974 level of enrolments after a dramatic loss of enrolments from 1974 to 1978. It should be noted that the Institute of Modern Languages offers languages other than those listed in Table 35.

Table 36: Enrolments in elementary foreign languages, by foreign language at the Institute of Modern Languages (Townsville) for the period 1974—1982 (Source: IML)

	1974	1975	1976	1977	1978	1979	1980	1981
French	18	15	45	36	40	33	23	30
German	18	17	65	49	43	38	32	23
Italian	33	37	61	46	57	54	44	25
Japanese	17	21	15	15	10	18	13	21
TOTAL	86	90	186	146	150	143	112	99

Table 36 shows enrolments in elementary foreign languages at the Townsville IML. French, Italian and particularly German experienced dramatic increases in enrolments from 1975 to 1976. Since 1976, French has been unstable and has suffered overall losses in enrolments. German enrolments have also declined. Italian enrolments declined in 1981 to their lowest level since 1974. Japanese has been relatively stable since 1974, although enrolments were low in 1978.

An analysis of total enrolments highlights the dramatic increase from 1975 to 1976. After an initial drop in 1977, enrolments remained relatively stable from 1976 until 1979, but have declined since.

The Townsville Institute of Modern Languages offers languages other than those listed in Table 36.

Table 37: Enrolments in elementary Italian, Dante Alighieri Society (Brisbane) for the period 1979—1982 (Source: Dante Alighieri Society, Brisbane)

	1979	1980	1981	1982
Elementary Italian	45	35	65	82

As shown in Table 37, there has been a steady increase in enrolments, except for a decline experienced from 1979 to 1980. Although not indicated in the table above, enrolments at the Dante Society are about 70% female.

Table 38: Enrolments in Elementary French, Alliance Française (Brisbane) for the period 1976—1982 (Source: Alliance Francaise, Brisbane)

	1976	1977	1978	1979	1980	1981	1982
Elementary French	15	29	81	113	125	142	139

Table 38 shows that there has been a dramatic increase in enrolments in elementary French at the Brisbane Alliance Française from 1976 to 1982.

The information pertaining to foreign language enrolments at the various colleges of TAFE (extension programs, also referred to as enrichment-recreation programs) was supplied by eight of the colleges in Queensland. The colleges were those at Bald Hills, Bundaberg, Gold Coast, Ipswich, Kingaroy, Maryborough, Rockhampton and Toowoomba. Not all the languages shown below have been offered consistently each year by each of these colleges. In fact, no foreign language has ever been offered by Ipswich as part of their extension programs. Enrolment figures do not distinguish between elementary and advanced levels. In some cases figures provided were based on estimates because official records were no longer available.

Table 39: Enrolments in foreign language classes (elementary and advanced combined) in some Queensland colleges of TAFE (extension programs) by language, for the period 1978 to 1982 (Source: Respective colleges of TAFE)

Year	French	German	Italian	Japanese	Other*	TOTAL
1982	418	354	239	66	137	1 214
1981	531	390	178	223	211	1 533
1980	517	393	201	171	234	1 516
1979	302	362	178	223	174	1 237
1978	37	161	112	141	—	451

* These are Spanish, Greek, Vietnamese, Chinese, and Indonesian.

Total enrolments in TAFE foreign language classes increased dramatically in 1979 and remained at a peak for the following two years (Table 39). By 1982, enrolments, though down on the previous year, were still at a relatively high level, almost three times the 1978 figure.

In 1982, French commanded the highest enrolments, followed by German and Italian. French enrolments have soared since 1978, although the 1982 figure is lower than the 1980/81 levels. In 1979, German experienced an increase of over 100 percent from 1978 and has since remained

relatively constant. Italian enrolments have been steadily increasing since 1978 except for a slight decrease in 1981. Trends for Japanese, as well as other languages, are difficult to establish. It is worth noting that enrolments in Spanish have been the strongest in this group of non-specified languages, which also includes Greek, Vietnamese, Chinese and Indonesian. Only one class of Indonesian has been recorded, in 1981.

Table 40: Enrolments in foreign language classes (elementary and advanced combined) in some Queensland Colleges of TAFE (extension programs), by sex, by language, for the period 1979 to 1982 (Source: Respective colleges of TAFE)

Year	French			German			Italian			Japanese			Other		
	M %	F %	Total	M %	F %	Total	M %	F %	Total	M %	F %	Total	M %	F %	Total
1982	25	75	298	38	62	254	33	67	239	44	56	66	25	75	97
1981	26	74	431	34	66	290	28	72	178	30	70	223	41	59	152
1980	28	72	437	36	64	313	33	67	201	33	67	171	33	67	179
1979	37	63	262	32	68	302	33	67	178	39	61	223	24	76	119

The information pertaining to sex ratios in TAFE foreign language classes (Table 40) includes zero enrolments from Ipswich, which offers no foreign languages, and excludes the Gold Coast, whose data did not specify male and female composition. Consequently, totals in most languages are lower in Table 40 than in Table 39.

In French, German and Italian, the sex ratios have been similar to those found in other foreign language student populations, i.e. predominantly female. French has had a declining male enrolment since 1979. Japanese has been less stable than the three languages referred to above, and by 1982 the proportion of males had risen to 44 percent. In the other languages, ratios have also not been stable, but enrolments are predominantly female.

Table 41: Occurrences of foreign language secondary evening classes at colleges of TAFE by sex, for 1981 and 1982 (Source: Respective colleges of TAFE)

Gold Coast (Junior French)				Rockhampton (Senior Japanese)	
1982		1981		1982	
M	F	M	F	M	F
5	25	2	24	9	9

There have been very few enrolments in foreign languages in the secondary evening classes offered by the colleges of TAFE (Table 41). In 1982, there were 5 males and 25 females enrolled in Junior French; in the previous year, there were 2 males and 24 females enrolled in the same subject. Only one other class, at Rockhampton, has been recorded for 1982. This was a Senior Japanese class, with 9 males and 9 females. No other secondary evening foreign language classes have been formed at any of the colleges.

APPENDIXES

APPENDIX 1: TABLES RELATING TO SECONDARY STUDENT DATA

Table A: **Retention rates of students studying foreign languages, Queensland State high schools and secondary departments, Years 8—9, 9—10, 10—11 and 11—12 for the period 1974—1980** (Source: Teaching returns)

Years 8—9

Year	Retention rate
1974	29%
1975	26%
1976	23%
1977	23%
1978	18%
1979	20%
1980	18%

Years 9—10

Year	Retention rate
1974	94%
1975	97%
1976	92%
1977	98%
1978	92%
1979	92%
1980	83%

Years 10—11

Year	Retention rate
1974	19%
1975	18%
1976	17%
1977	18%
1978	19%
1979	19%
1980	21%

Years 11—12

Year	Retention rate
1974	86%
1975	85%
1976	85%
1977	92%
1978	86%
1979	84%
1980	84%

Table B: Number and Percentage of Year 12 students enrolled in foreign languages for State and non-State secondary schools by language, by sex, for the period 1974—1981 (Source: BSSS)

Year language and sex	Number*	Percentage	Year language and sex	Number*	Percentage
1974			**1975**		
French			*French*		
Male	567	24	Male	453	23
Female	1 754	76	Female	1 512	77
Total	2 322		Total	1 965	
German			*German*		
Male	307	29	Male	274	29
Female	735	71	Female	675	71
Total	1 042		Total	949	
Japanese			*Japanese*		
Male	40	53	Male	23	38
Female	36	47	Female	38	62
Total	76		Total	61	
Italian			*Italian*		
Male	12	20	Male	17	34
Female	48	80	Female	33	66
Total	60		Total	50	
Indonesian			*Indonesian*		
Male	11	100	Male	12	100
Female	—	—	Female	—	—
Total	11		Total	12	
Russian			*Russian*		
Male	4	67	Male	4	67
Female	2	33	Female	2	33
Total	6		Total	6	
Latin			*Chinese*		
Male	3	60	Male	—	—
Female	2	40	Female	—	—
Total	5		Total	—	
Chinese			*Latin*		
Male	—	—	Male	—	—
Female	—	—	Female	—	—
Total	—		Total	—	

* Discrepancies in 'Total' occur because sex was unknown for some students

Year language and sex	Number*	Percentage	Year language and sex	Number*	Percentage
1976			**1977**		
French			*French*		
Male	380	22	Male	322	22
Female	1 356	78	Female	1 141	78
Total	1 736		Total	1 463	
German			*German*		
Male	273	28	Male	193	23
Female	702	72	Female	636	77
Total	975		Total	829	
Japanese			*Japanese*		
Male	24	40	Male	22	24
Female	36	60	Female	70	76
Total	60		Total	92	
Italian			*Italian*		
Male	16	30	Male	46	61
Female	37	70	Female	29	39
Total	53		Total	75	
Indonesian			*Indonesian*		
Male	14	100	Male	16	100
Female	—	—	Female	—	—
Total	14		Total	16	
Russian			*Russian*		
Male	3	43	Male	4	57
Female	4	57	Female	3	43
Total	7		Total	7	
Latin			*Latin*		
Male	—	—	Male	—	—
Female	3	100	Female	1	100
Total	3		Total	1	
Chinese			*Chinese*		
Male	—	—	Male	—	—
Female	—	—	Female	—	—
Total	—		Total	—	

* Discrepancies in 'Total' occur because sex was unknown for some students

Year language and sex	Number*	Percentage	Year language and sex	Number*	Percentage
1978			**1979**		
French			*French*		
Male	220	18	Male	212	20
Female	990	82	Female	832	80
Total	1 210		Total	1 045	
German			*German*		
Male	204	26	Male	193	26
Female	582	74	Female	543	74
Total	786		Total	736	
Japanese			*Japanese*		
Male	30	32	Male	31	30
Female	63	68	Female	73	70
Total	94		Total	104	
Italian			*Italian*		
Male	28	41	Male	33	42
Female	41	59	Female	45	58
Total	69		Total	78	
Indonesian/ Malaysian			*Indonesian/ Malaysian*		
Male	16	100	Male	20	95
Female	—	—	Female	1	5
Total	16		Total	21	
Chinese			*Chinese*		
Male	11	100	Male	4	100
Female	—	—	Female	—	—
Total	11		Total	4	
Russian			*Russian*		
Male	7	87	Male	2	40
Female	1	13	Female	3	60
Total	8		Total	5	
Latin			*Latin*		
Male	—	—	Male	—	—
Female	5	100	Female	5	100
Total	5		Total	5	

* Discrepancies in 'Total' occur because sex was unknown for some students

Year language and sex	Number*	Percentage	Year language and sex	Number	Percentage
1980			**1981**		
French			*French*		
Male	168	19	Male	150	20
Female	727	81	Female	612	80
Total	897		Total	762	
German			*German*		
Male	157	25	Male	140	24
Female	481	75	Female	451	76
Total	640		Total	591	
Japanese			*Japanese*		
Male	34	30	Male	32	23
Female	80	70	Female	109	77
Total	114		Total	141	
Italian			*Italian*		
Male	21	33	Male	28	35
Female	42	67	Female	52	65
Total	63		Total	80	
Indonesian/ Malaysian			*Indonesian/ Malaysian*		
Male	19	100	Male	18	100
Female	—	—	Female	—	—
Total	19		Total	18	
Chinese			*Chinese*		
Male	8	57	Male	6	35
Female	6	43	Female	11	65
Total	14		Total	17	
Latin			*Latin*		
Male	—	—	Male	—	—
Female	13	100	Female	3	100
Total	13		Total	3	
Russian			*Russian*		
Male	—	—	Male	—	—
Female	—	—	Female	—	—
Total	—		Total	—	

* Discrepancies in 'Total' occur because sex was unknown for some students

Table C: Comparison of Year 12 male, female and total enrolments for French, German, Italian, and Japanese with total English enrolment for State and non-State secondary schools for the period 1974—1981 (Source: BSSS)

		FRENCH				GERMAN				ITALIAN				JAPANESE			
		Male	Female	Total	English total	Male	Female	Total	English total	Male	Female	Total	English total	Male	Female	Total	English total
1974	Number	567	1754	2322	10 551	307	735	1042	10 551	12	48	60	10 551	40	36	76	10 551
	Percentage*	5	17	22		3	7	10		.11	.45	.56		.38	.34	.72	
1975	Number	453	1512	1965	10 813	274	675	949	10 813	17	33	50	10 813	23	38	61	10 813
	Percentage*	4	14	18		3	6	9		.16	.30	.46		.21	.35	.56	
1976	Number	380	1356	1736	12 263	273	702	975	12 263	16	37	53	12 263	24	36	60	12 263
	Percentage*	3	11	14		2	6	8		.13	.30	.43		.20	.29	.49	
1977	Number	322	1141	1463	13 142	193	636	829	13 142	46	29	75	13 142	22	70	92	13 142
	Percentage*	2	9	11		1	5	6		.35	.22	.57		.17	.53	.70	
1978	Number	220	990	1210	14 072	204	582	786	14 072	28	41	69	14 072	30	63	93	14 072
	Percentage*	2	7	9		2	4	6		.20	.29	.49		.21	.45	.66	
1979	Number	212	832	1045	14 240	193	543	736	14 240	33	45	78	14 240	31	73	104	14 240
	Percentage	1	6	7		1	4	5		.23	.32	.55		.22	.51	.73	
1980	Number	168	727	897	14 284	157	481	640	14 284	21	42	63	14 284	34	80	114	14 284
	Percentage*	1	5	6		1	3	4		.15	.29	.44		.24	.56	.80	
1981	Number	150	612	762	13 958	140	451	591	13 958	28	52	80	13 958	32	109	141	13 958
	Percentage*	1	4	5		1	3	4		.20	.37	.57		.23	.78	1.0	

* Percentage of English enrolment

APPENDIX 2: TABLES RELATING TO SECONDARY TEACHER DATA

Table A: Distribution of foreign language teachers in State high schools and State secondary departments by foreign language(s) taught (single and combinations) for the period 1978—1982* (Source: Teaching returns)

	1978	1979	1980	1981	1982
French only	371 (58%)†	331 (55%)	343 (57%)	327 (56%)	324 (55%)
German only	166 (26%)	170 (28%)	160 (27%)	151 (26%)	153 (26%)
Japanese only	18 (3%)	18 (3%)	18 (3%)	17 (3%)	23 (4%)
Italian only	11 (1%)	14 (2%)	13 (2%)	14 (2%)	18 (3%)
French and German	56 (9%)	45 (8%)	51 (9%)	52 (9%)	54 (9%)
French and Japanese	4 (1%)	5 (1%)	6 (1%)	7 (1%)	4 (1%)
German and Japanese	4 (1%)	4 (1%)	2 (—)	3 (1%)	0
French and Italian	0	3 (1%)	1 (—)	2 (—)	3 (1%)
German and Italian	0	0	0	1 (—)	0
Japanese and Italian	0	0	0	0	0
French, German and Japanese	2 (—)	1 (—)	2 (—)	0	2 (—)
French, German and Italian	1 (—)	1 (—)*	0	0	0
Other (single language)	4 (1%)	3 (1%)	1 (—)	2 (—)	2 (—)
Other (double combination)	0	0	2 (—)	2 (—)	1 (—)
Other (triple or quadruple combination)	0	0	0	1 (—)	2 (—)
Total foreign language teachers	637	599	599	579	586
Total secondary teachers	7453	7613	7578	7668	7978

* 1978—1981 (July figures), 1982 (February figures)
† Percentages are based on total number of foreign language teachers

Table B: Distribution of teachers of French in State high schools and State secondary departments by proportion of total teaching time spent in teaching foreign languages for the period 1978—1982 (Source: Teaching returns)

	1978	1979	1980	1981	1982
1%—20%	95 (22%)	85 (22%)	113 (28%)	125 (32%)	113 (29%)
21%—40%	131 (30%)	107 (28%)	103 (26%)	99 (25%)	118 (30%)
41%—60%	97 (22%)	92 (24%)	87 (22%)	60 (15%)	61 (16%)
61%—80%	53 (12%)	44 (11%)	35 (9%)	39 (10%)	35 (9%)
81%—100%	62 (14%)	59 (15%)	65 (16%)	68 (17%)	64 (16%)
Total French teachers	438	387	403	391	391

Table C: Distribution of teachers of German in State high schools and State secondary departments by proportion of total teaching time spent in teaching foreign languages for the period 1978—1982 (Source: Teaching returns)

	1978	1979	1980	1981	1982
1%—20%	30 (13%)	29 (13%)	28 (13%)	31 (15%)	40 (19%)
21%—40%	37 (16%)	50 (23%)	45 (22%)	41 (20%)	41 (19%)
41%—60%	53 (23%)	46 (21%)	44 (21%)	39 (19%)	49 (23%)
61%—80%	46 (20%)	43 (19%)	33 (16%)	37 (18%)	25 (12%)
81%—100%	64 (28%)	52 (24%)	58 (28%)	58 (28%)	56 (27%)
Total German teachers	230	220	208	206	211

Table D: **Distribution of teachers of Italian in State high schools and State secondary departments by proportion of total teaching time spent in teaching foreign languages for the period 1978—1982** (Source: Teaching returns)

	1978	1979	1980	1981	1982
1%—20%	1 (8%)	3 (6.5%)	1 (6%)	2 (10.5%)	2 (9%)
21%—40%	3 (25%)	5 (28%)	5 (27.5%)	2 (10.5%)	6 (27%)
41%—60%	3 (25%)	3 (16.5%)	3 (17%)	4 (21%)	3 (14%)
61%—80%	3 (25%)	5 (28%)	4 (22%)	4 (21%)	6 (27%)
81%—100%	2 (17%)	2 (11%)	5 (27.5%)	7 (37%)	5 (23%)
Total Italian teachers	12	18	18	19	22

Table E: **Distribution of teachers of Japanese in State high schools and State secondary departments by proportion of total teaching time spent in teaching foreign languages for the period 1978—1982** (Source: Teaching returns)

	1978	1979	1980	1981	1982
1%—20%	3 (11%)	4 (14%)	2 (7%)	4 (14%)	3 (10%)
21%—40%	4 (14%)	4 (14%)	6 (20%)	0	2 (6%)
41%—60%	6 (21%)	5 (17%)	8 (28%)	7 (24%)	6 (19%)
61%—80%	8 (29%)	7 (24%)	2 (7%)	7 (24%)	9 (29%)
81%—100%	7 (25%)	9 (31%)	11 (38%)	11 (37%)	11 (36%)
Total Japanese teachers	28	29	29	29	31

Table F: Distribution of teachers of other foreign languages in State high schools and State secondary departments by proportion of total teaching time spent in teaching foreign languages for the period 1978—1982 (Source: Teaching returns)

	1978	1979	1980	1981	1982
1%—20%	1	2	1	—	—
21%—40%	3	1	1	1	2
41%—60%	—	—	1	—	—
61%—80%	—	—	—	1	1
81%—100%	—	—	1	3	1
Total other foreign lang. teachers	4	3	4	5	4

Table G: Academic qualifications of foreign language teachers in State high schools and State secondary departments by foreign language for 1978 and 1982 (Source: Teaching returns)

	Diploma of Teaching	Degree	Degree and Dip.Ed.	Higher degree or two or more degrees	None of these	Total
FRENCH						
1978	24 (6%)	111 (25%)	198 (45%)	15 (3%)	90 (21%)	438
1982	35 (9%)	99 (27%)	173 (46%)	23 (6%)	45 (12%)	375
GERMAN						
1978	9 (4%)	60 (26%)	106 (46%)	17 (7%)	38 (17%)	230
1982	16 (8%)	42 (21%)	96 (47%)	28 (14%)	21 (10%)	203
JAPANESE						
1978	0	6 (22%)	18 (64%)	2 (7%)	2 (7%)	28
1982	1 (3%)	6 (19%)	19 (61%)	2 (7%)	3 (10%)	31
ITALIAN						
1978	1 (8%)	4 (33%)	5 (42%)	2 (17%)	0	12
1982	2 (9%)	6 (27%)	10 (45%)	1 (5%)	3 (14%)	22
OTHER						
1978	0	1 (25%)	2 (50%)	1 (25%)	0	4
1982	0	2 (50%)	2 (50%)	0	0	4

Table H: Distribution of foreign language teachers in Catholic secondary schools in the Brisbane Diocese by sex for 1982 (Source: Catholic Education Office)

Male	19 (20%)
Female	74 (80%)
TOTAL	93

Table I: Distribution of foreign language teachers in Catholic secondary schools in the Brisbane Diocese by academic qualifications for 1982 (Source: Catholic Education Office)

Diploma of Teaching	Degree	Degree and Dip.Ed.	Higher degree or two or more degrees	None of these	Total
7	21	42	7	16	93

Table J: Distribution of foreign language teachers in Catholic secondary schools in the Brisbane Diocese by foreign languages taught for 1982 (Source: Catholic Education Office)

French	German	Italian	Japanese	Other
63	28	12	4	2

Table K: Distribution of foreign language teachers in Catholic secondary schools in the Brisbane Diocese by number of subjects taught for 1982 (Source: Catholic Education Office)

1	2	3	4	5+	Total
11	26	33	17	6	93

APPENDIX 3: TABLES RELATING TO SECONDARY SCHOOL DATA

Table A: **Number of State high schools and State secondary departments offering a foreign language at Year 8, by foreign language for 1974, 1978—1982** (Source: Teaching returns)

	1974	1978	1979	1980	1981	1982
French	175	171	165	165	162	156
German	71	79	76	80	78	80
Japanese	11	14	16	16	17	18
Italian	3	8	9	9	8	10
Other	1	2	1	2	2	2
Total SHS and SSD with foreign language at Year 8*	180	181	182	185	185	192
Total SHS and SSD with Year 8	181	190	196	197	207	207

*Not the sum of the number of schools offering each language, as some schools offer more than one language

Table B: **Number of State high schools and State secondary departments offering a foreign language at Year 10, by foreign language for 1974, 1978—1982** (Source: Teaching returns)

	1974	1978	1979	1980	1981	1982
French	168	150	146	135	131	112
German	68	70	72	72	71	76
Japanese	8	12	12	13	14	16
Italian	3	4	4	7	8	8
Other	1	1	1	1	1	1
Total SHS and SSD with foreign language at Year 10*	172	156	159	151	150	143
Total SHS and SSD with Year 10	172	185	191	191	201	203

*Not the sum of the number of schools offering each language, as some schools offer more than one language

Table C: Number of State high schools and State secondary departments offering a foreign language at Year 12, by foreign language for 1974, 1978—1982 (Source: Teaching returns)

	1974	1978	1979	1980	1981	1982
French	102	92	77	68	62	58
German	54	63	60	58	51	52
Japanese	7	10	10	9	10	13
Italian	3	4	4	4	4	6
Other	1	1	1	1	1	2
Total SHS and SSD with foreign language at Year 8*	104	100	89	85	73	77
Total SHS and SSD with Year 8	110	122	131	130	136	137

*Not the sum of the number of schools offering each language, as some schools offer more than one language

Table D: Availability of foreign languages (single and combination) in Catholic secondary schools in the Brisbane Diocese for 1982 (Source: Catholic Education Office)

French	German	Italian	French/ German	French/ Italian	German/ Japanese	French/ German/ Japanese	French/ German/ Italian	Other combinations	Total schools
17	3	3	11	1	1	2	2	2	42

Table E: Distribution of Year 12 foreign language class sizes in Catholic secondary schools in the Brisbane Diocese for 1982 (Source: Catholic Education Office)

1—5	6—10	11—15	16—20	21—25	26—30	30+	Total classes
10 (24%)	24 (57%)	4 (10%)	2 (5%)	1 (2%)	1 (2%)	0	42

Table F: Distribution of Year 10 foreign language class sizes in Catholic secondary schools in the Brisbane Diocese for 1982 (Source: Catholic Education Office)

1—5	6—10	11—15	16—20	21—25	26—30	30+	Total classes
5 (7%)	8 (12%)	17 (26%)	13 (20%)	11 (17%)	8 (12%)	4 (6%)	66